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Colegio Bautista Shalom



English Course

Second Grade

Fourth Bimester

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NOTE: As you progress in learning each of the topics developed you will find exercises to solve with the help of your teacher.

FOUR TYPES OF SENTENCES AND THE EFFECT OF PUNCTUATION

When students learn to write, they begin by learning about the four types of sentences and the role punctuation plays in determining and creating those different sentence types.

The four types of sentences in the English language include:

1. Declarative sentence
2. Imperative sentence
3. Interrogative sentence
4. Exclamatory sentence

And there are only three punctuation marks with which to end a sentence:

- a. Period
- b. Question mark
- c. Exclamation point

Using different types of sentences and punctuation, students can vary the tone of their writing assignments and express a variety of thoughts and emotions.

A **declarative sentence** simply makes a statement or expresses an opinion. In other words, it makes a declaration. This kind of sentence ends with a period.

Examples of this sentence type:

- "I want to be a good writer." (makes a statement)
- "My friend is a really good writer." (expresses an opinion)

An **imperative sentence** gives a command or makes a request. It usually ends with a period but can, under certain circumstances, end with an exclamation point.

Examples of this sentence type:

- "Please sit down."
- "I need you to sit down now!"

An **interrogative sentence** asks a question. This type of sentence often begins with who, what, where, when, why, how, or do, and it ends with a question mark.

Examples of this sentence type:

- "When are you going to turn in your writing assignment?"
- "Do you know what the weather will be tomorrow?"

An **exclamatory sentence** is a sentence that expresses great emotion such as excitement, surprise, happiness and anger, and ends with an exclamation point.

Examples of this sentence type:

- "It is too dangerous to climb that mountain!"
- "I got an A on my book report!"

Learning about the different types of sentences and punctuation will help you become better writers by enabling them to convey various types of information and emotion in their writing.

EXERCISE 01: types of sentences quiz. Choose the correct answer to the sentence.

Mrs. Williams went to the store.

- a. Imperative b. Declarative c. Interrogative d. Exclamatory
- Yikes! I feel terrible that you got into an accident this morning ____

- a.** Declarative **b.** Exclamatory **c.** Imperative **d.** Interrogative

Where is the school?

- a.** Interrogative **b.** Declarative **c.** Imperative **d.** Exclamatory

The smoke alarm battery should be changed at least once a year ____

- a.** Exclamatory **b.** Declarative **c.** Imperative **d.** Interrogative

Shut that door now.

- a.** Imperative **b.** Declarative **c.** Interrogative **d.** Exclamatory

Slow down before you get into an accident ____

- a.** Interrogative **b.** Declarative **c.** Exclamatory **d.** Imperative

Stop, take your hands off of me!

- a.** Declarative **b.** Imperative **c.** Interrogative **d.** Exclamatory

Most workers found better jobs after the factory closed _

- a.** Interrogative **b.** Declarative **c.** Exclamatory **d.** Imperative

How many students are in your class?

- a.** Declarative **b.** Imperative **c.** Interrogative **d.** Exclamatory

Use at least five hundred words in your essay.

- a.** Declarative **b.** Imperative **c.** Exclamatory **d.** Interrogative

Geez! I am sick and tired of these tests.

- a.** Exclamatory **b.** Declarative **c.** Interrogative **d.** Imperative

No way! I am not going to let you get a tattoo.

- a.** Imperative **b.** Exclamatory **c.** Declarative **d.** Interrogative

Upgrade the programs on all the classroom computers.

- a.** Interrogative **b.** Declarative **c.** Exclamatory **d.** Imperative

Who was calling on the phone?

- a.** Exclamatory **b.** Imperative **c.** Interrogative **d.** Declarative

Get up out of that bed immediately.

- a.** Declarative **b.** Interrogative **c.** Exclamatory **d.** Imperative

May I have a pencil?

- a.** Interrogative **b.** Imperative **c.** Declarative **d.** Exclamatory

This is the first time that I've had bad food at this restaurant.

- a.** Interrogative **b.** Declarative **c.** Exclamatory **d.** Imperative

Daniel works on a dairy farm.

- a.** Imperative **b.** Declarative **c.** Exclamatory **d.** Interrogative

ALBHS is located in Kannapolis, North Carolina.

- a.** Exclamatory **b.** Imperative **c.** Interrogative **d.** Declarative

Mrs. Williams' class is the best!

- a.** Exclamatory **b.** Declarative **c.** Interrogative **d.** Imperative

SENTENCES AND SENTENCE FRAGMENTS

A sentence expresses a complete thought. All sentences begin with a capital letter and end with a punctuation mark.

A declarative sentence tells or states something. It ends with a period.

An interrogative sentence asks a question. It ends with a question mark. An exclamatory sentence expresses a strong feeling. It ends with an exclamation point.

An imperative sentence commands someone to do something. It ends with a period. A sentence must have both a subject and a predicate in order to express a complete thought. The subject names whom or what the sentence is about. The predicate tells what the subject does or what it is like.

Dr. Seuss (subject) wrote children's books. (predicate)

A group of words that lacks either a subject, a predicate, or both is called a sentence fragment.

Avoid sentence fragments when you write.

EXERCISE 02: Punctuating Sentences Correctly.

Rewrite each sentence, adding capital letters and end punctuation where needed.

Then indicate whether the sentence is declarative, interrogative, exclamatory, or imperative.

1. do you know how to blow bubbles?

2. tell me about your biggest bubble

3. my cousin once blew a bubble as big as a cabbage

4. what a great bubble that was

Forming Complete Sentences Correct.

These sentence fragments by adding words to make complete sentences.

Remember to start each sentence with a capital letter and end it with the proper punctuation.

1. two small dogs

2. gave me a present

3. she always

4. I sometimes _____

Key Information

The **complete subject** of a sentence includes all the words in the subject.

The **whole class** visited the museum.

The **complete predicate** of a sentence includes all the words in the predicate.

The whole class **visited the museum**.

The **simple subject** is the main word or group of words in the complete subject.

The whole **class** visited the museum.

The **simple predicate** is the main word or group of words in the complete predicate.

The whole class **visited** the museum.

EXERCISE 03: Identifying Complete Subjects and Complete Predicates Underline each complete subject once and underline each complete predicate twice.

1. My cousin visited South America last year.

2. She took a boat ride up the Amazon River.

3. The Amazon is the largest river in the world.

4. The river flows just south of the Equator.

5. The weather was hot and humid.

6. It rained almost every day.

7. Over fifteen hundred species of fish live in the Amazon.

8. The jungle grows right up to the water's edge.

9. She saw many exotic birds.

10. Her favorite was the toucan.

EXERCISE 04: Identifying Simple Subjects and Simple Predicates Underline each simple subject once and each simple predicate twice.

1. Her younger brother took lots of photos.

2. His favorite photograph shows a giant butterfly.

3. He always kept his camera with him.

4. Several people asked him about his camera.

5. Once, the boat stopped at a small fishing village.

SIMPLE PAST TENSE

Definition of the simple past tense:

The simple past tense, sometimes called the preterit, is used to talk about a **completed action** in a time **before now**. The simple past is the basic form of past tense in English. The time of the action can be in the recent past or the distant past and action duration is not important.

Examples:

- John Cabot **sailed** to America in 1498.
- My father **died** last year
- He **lived** in Fiji in 1976.
- We **crossed** the Channel yesterday.

You always use the simple past when you say **when** something happened, so it is associated with certain past time expressions

- **frequency**: often, sometimes, always

I sometimes **walked** home at lunchtime.

I often **brought** my lunch to school.

- **a definite point in time**: *last week, when I was a child, yesterday, six weeks ago*
We **saw** a good film *last week*.

*Yesterday, I **arrived** in Geneva.
She **finished** her work at seven o'clock*

*I **went** to the theatre *last night**

- **an indefinite point in time**: *the other day, ages ago, a long time ago* People **lived** in caves *a long time ago*.

*She **played** the piano *when she was a child*.*

Note: the word *ago* is a useful way of expressing the distance into the past. It is placed **after** the period of time: *a week ago, three years ago, a minute ago*.

FORMING THE SIMPLE PASTE TENSE

Patterns of simple past tense for regular verbs

Affirmative

Subject + verb + ed

I skipped.

Negative

Subject + did not + infinitive without to

They didn't go.

Interrogative

Did + subject + infinitive without to

Did she arrive?

Interrogative negative

Did not + subject + infinitive without to

Didn't you play?

TO WALK

Affirmative	Negative	Interrogative
I walked	I didn't walk	Did I walk?
You walked	You didn't walk	Did you walk?
He walked	He didn't walk	Did he walk?
We walked	We didn't walk	Did we walk?
They walked	They didn't walk	Did they walk?

SIMPLE PAST TENSE OF TO BE, TO HAVE, TO DO

Subject	Verb		
	Be	Have	Do
I	was	had	did
You	were	had	did
He/She/It	was	had	did
We	were	had	did
You	were	had	did
They	were	had	did

NOTES ON AFFIRMATIVE, NEGATIVE, & INTERROGATIVE FORMS

Affirmative

The affirmative of the simple past tense is simple.

- I **was** in Japan last year
- She **had** a headache yesterday.
- We **did** our homework last night.

Negative and interrogative

For the negative and interrogative simple past form of "do" as an ordinary verb, use the auxiliary "do", e.g. We **didn't do** our homework last night.

The negative of "have" in the simple past is usually formed using the auxiliary "do", but sometimes by simply adding *not* or the contraction "n't".

The interrogative form of "have" in the simple past normally uses the auxiliary "do".

EXAMPLES

- They **weren't** in Rio last summer.
- We **didn't have** any money.
- We **didn't have** time to visit the Eiffel Tower.
- We **didn't do** our exercises this morning.
- **Were** they in Iceland last January?
- **Did you have** a bicycle when you were young?
- **Did you do** much climbing in Switzerland?

Note: For the negative and interrogative form of **all** verbs in the simple past, always use the auxiliary '**did**'

SIMPLE PAST, IRREGULAR VERBS

Some verbs are irregular in the simple past. Here are the most common ones.

To go

- He **went** to a club last night.
- **Did he go** to the cinema last night?
- He **didn't go** to bed early last night.

To give

- We **gave** her a doll for her birthday.
- They **didn't give** John their new address.
- **Did Barry give** you my passport?

To come

- My parents **came** to visit me last July.
- We **didn't come** because it was raining.
- **Did he come** to your party last week?

EXERCISE 05: Past Simple (regular verbs)

Write the Past Simple form of the verbs below in the correct column.

repeat worry finish start phone call miss enjoy visit marry listen cry
 play hate wash climb live arrive talk look stay ask clean
 travel open like walk carry stop mix plan decide tidy

- d	- ed	cons + y - ied	double cons + - ed

Complete the sentences with the verbs below in Past Simple.

1. Lucy her birthday presents.
2. Last weekend I in the mountains for 2 hours.
3. We the party very much.
4. Ken to his favorite CD yesterday.
5. My sister Math's for an exam.
6. They to the USA in 2003.
7. Dad his car last weekend.
8. The film at 11:30.

Write the sentences in negative.

1. Lucy her birthday presents.
2.
3.
4.
5.
6.
7.

Write questions about the previous activities and answer them.

1. Did you yesterday?
2.?

3.?
4.?
5.?
6.?
7.?

Ask your classmate the questions and compare the answers. Use and or but to join the actions.

1. Yesterday I
2.
3.
4.
5.
6.

ADVERBS OF PLACE

Adverbs of place indicate where something happens.

These include abroad, anywhere, here, outside, somewhere, there, underground, upstairs etc.

For example:

My passport is **here** in my bag.

Place	Example
Upstairs	The children were playing upstairs.
In London	The people demonstrated in London.
Outside	The children were playing outside.

EXERCISE 06: Exercise on English Word Order. Adverbs of Place.

Make sentences and put the adverbs (in italic print) in correctly (behind the verb or object).

1. is / over there / the cinema - _____
2. inside / go / let's - _____
3. the kitchen / downstairs / is _____
4. playing / the kids / are / outside _____
5. she / not / been / here / has _____
6. the bathroom / is / upstairs - _____
7. were / everywhere / we / for / looking / you - _____
8. we / anywhere / you / find / couldn't - _____
9. ? / there / a post office / nearby / is - _____
10. must / we / walk / back home - _____

VOCABULARY MEALS



VOCABULARY HEALTH



Medical Vocabulary



First aid kit



Pills



Wheelchair



Syringe



Stethoscope



X-ray



Blood pressure monitor



Bandage



Ambulance



Microscope



Magnifying glass



Stretcher



Blood

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TYPES OF ORDER

CHRONOLOGICAL ORDER

Chronological order is the order in which the events occurred, from first to last. This is the easiest pattern to write and to follow.

Example:

It seemed like an ordinary day when she got up that morning, but Lynda was about to embark on the worst day of her life. First, she fell in the bathtub because her mother forgot to rinse out the bath oil. Then she spilled orange juice on the outfit she had spent hours putting together for school pictures. When she changed, she messed up the French braid her mother had put in her hair. As she walked out the door, she dropped all of her school books and her math homework flew away. Once she made it to the car she thought everything would be all right. She was wrong; her father didn't look before he backed out of the driveway and ran into the neighbor's truck. Lynda's side of the car was damaged the most, and she ended up with a broken arm. That night, she cried herself to sleep.

CAUSE AND EFFECT ORDER

In this type of order, the cause (or reason) is usually discussed first. This then leads to a discussion of the effect (or result.)

Example:

Because toys have become electronic devices, some children today are unable to entertain themselves. Gone are the days when children invented their own adventures and used sticks as swords. Cookie sheets as armor and refrigerator box as a fortress to defend. The electronic age has delivered children all sorts of gadgets and gizmos that are supposed to be realistic. Some toys even have buttons to push so prerecorded messages can be played to begin scripted adventures that require no imagination. No imagination? No wonder some children today have short attention spans.

PROBLEM TO SOLUTION ORDER

In this type of order, the problem is presented first. Details about the problem, including its cause, follow. Next, a suggested solution will be discussed, including details that support the solution.

Example:

Several students receive poor grades on writing assignments, not because they lack the ability to communicate, but because they cannot seem to manage their time when it comes to a large project. They do not know where to begin, and therefore put things off until the last minute. To solve this problem, students need to develop a timeline for completing the project. If they divide the assignment into manageable "chunks" or parts and then set a schedule for completing each part, they will be able to finish the entire project before the deadline. Without the pressure of not knowing where to begin, the students will be able to focus on the assignment and communicate their ideas effectively.

SPATIAL ORDER

This type of organization takes the reader from one spot the next, as if the reader were looking at something. It's very descriptive.

Example:

I couldn't believe my eyes when we finally emerged from the storm shelter. Where the barn once stood there was now only a few tufts of hay. The path that led to the house was scattered with branches and debris. The house! The entire roof was gone. The north wall was caved in and we could see right into the house. Well, what was left of it? Tears rolled down my cheeks as I noticed that most of our belongings had been sucked up into the great vacuum and scattered across the countryside. We heard a loud cracking and moaning as the west wall gave way and collapsed, sending up a wave of dust. And yet, there in the middle of the front yard was mother's prized rose bush. It swayed in the breeze as if nothing had happened. Seeing it made me realize how lucky we were to be alive. We stood there in dismay, our arms locked around one another.

CLIMACTIC ORDER

This type of organization takes the reader from the least important idea to the most important idea. The ideas build in importance, holding the reader's attention. The best is saved for the last.

Example:

My encounter with nature became a learning experience for me. I learned to come prepared for anything. Our canoe overturning was proof that anything could happen. All of our supplies were gone. I also learned that although nature is beautiful, she can also be deadly. If it hadn't been for the cave we discovered in the moonlight, the hail storm surely would have killed us. Most of all, I learned to trust my mother. I never thought I would say this, but she does know a thing or two. She kept her wits about her and kept me calm as well. Even in the middle of nowhere without any supplies, she still managed to take care of me. Her grandfather had taught her how to survive in the wild, and she hadn't forgotten a thing.

REVERSE CLIMACTIC ORDER

In this type of organization, the most important idea is stated first and the least important idea is stated last. This method is used most often in newspaper articles. This way if the reader does not finish the article he/she will still know the most important details. This method grabs the reader's attention in the beginning, but it does not work very well in holding the reader's attention clear to the end.

Example:

A plan to improve the city's park was approved Monday night by the city council. The plan involves adding landscaping to the north end, rebuilding the bridge over the lake, and updating the playground equipment. Funds for the project have been donated by local businesses who hope that improving the park will bring more people to the downtown area which will in turn bring more customers. The next order of business is for the city council to open the bidding process for the various improvements.

PROCESS ORDER

In this type of order, a sequence of actions is described. It instructs the reader on how to do something. It is basically a set of directions. Owner's manuals and cookbooks are organized in this pattern.

Example:

The first step in redesigning your closet is taking everything out and sort through it. Anything you haven't worn in over a year should be given to charity. Check garments for wear and tear. Take care of anything that needs mending. If it is beyond repair, get rid of it. The second step is to install a closet organizer. Choose one that will hold the different types of garments in your wardrobe. The third step is to put items in the closet so that those you wear most often are easy to access. The final step is to stay organized. Put garments back in their appropriate places so that you will be able to find them.

CLASSIFICATION ORDER

In this type of order, the main idea is broken down into smaller areas or classifications. Each classification is then discussed.

Example:

There are four basic modes of writing. Each mode may take different forms, but has a primary purpose. The first is expository writing, which has a purpose of explaining something or giving directions. Providing directions to your house is an example. The second mode is persuasive writing, which has a purpose of influencing the reader's way of thinking. An advertisement is an example of persuasive writing. The third mode is descriptive writing, which has a purpose of providing vivid details so that the reader can picture what is being presented. An essay that depicts the glorious Grand Canyon is an example. The fourth mode is narrative writing, which has a purpose of presenting an experience in the form of a story. A personal account of a vacation is an example of narrative writing.

COMPARISON/CONTRAST ORDER (BLOCK FORM)

In this pattern of organization one item is discussed in detail before the next item is mentioned. In other words, each item gets its own "block" of space within the writing.

Example:

As a child, I thought my parents were ignorant and out of touch with reality. They couldn't possible understand anything I thought or felt. When they weren't annoying me with their ridiculous lectures, or grounding me for minor infractions of the rules, they were embarrassing me in public. As a parent, I find it frustrating that my children think I have no clue about their lives, even though I understand perfectly well what they are thinking or feeling. I find myself giving my children the same lectures I once thought were ridiculous. My children cannot seem to follow the rules their father and I have set, and they are continuously embarrassing me in public. My God, how things have changed.

COMPARISON/CONTRAST ORDER (POINT BY POINT)

This type of order is again based on comparison (the similarities) and contrast (the differences.) Instead of being divided into parts, however, both sides of each point are discussed together.

Example:

Although they are sisters, Jennifer and Jessica are complete opposites. Jennifer enjoys playing sports, while Jessica would rather watch. Jennifer has no interest in playing a musical instrument, while Jessica is the first chair violinist. Jennifer listens to new age music, while Jessica prefers country. Jennifer's favorite subject is English, and Jessica's favorite is math. Jennifer likes to curl up in a chair on a rainy day and read a good book, but Jessica would rather sleep all day. No one would ever guess that they are actually twins.

EXERCISE 07:

What is there in the fridge?

Write the correct number in front of each word:



tomatoes	---	oranges	---	carrots	---	honey	---
eggplant	---	cereal	---	cottage cheese	---	yoghurt	---
grapes	---	mustard	---	chicken	---	milk	---
cabbage	---	eggs	---	icecream	---	pie	---
jam	---	orange juice	---	soda	---	ketchup	---
bananas	---	fish	---	pizza	---	cola	---
butter	---	soup	---	cheese	---	melon	---

VOCABULARY DINNER



VOCABULARY HOTEL

DAILY PLAN

Second Grade – English Course

4th BIMESTER

You who are young, be happy while you are young, and let your heart give you joy in the days of your youth. Follow the ways of your heart and whatever your eyes see, but know that for all these things God will bring you into judgment.

Ecclesiastes 11:9

HOTEL FACILITIES AND SERVICES

Circle the correct answer

				
1-SAFE 2-SWIMMING POOL 3-MASSAGE	1-MEETING ROOM 2-PARKING AREA 3-DOCTOR	1-SNACK BAR 2-ROOM SERVICE 3-LAUNDRY	1-SATELLITE TV 2-CAR RENTAL 3-GYM AND SPA	1-SAFE - DEPOSIT 2-MASSAGE 3-DOCTOR
				
1-LIBRARY 2-TRAVEL DESK 3-AIR CONDITIONER	1-LAUNDRY 2-CAR RENTAL 3-GYM AND SPA	1-SATELLITE TV 2-IRONING 3-SAFE DEPOSIT	1-MEETING ROOM 2-MASSAGE 3-PLAYGROUND	1-SWIMMING POOL FOR KIDS 2-PARKING AREA
				
1-MEETING ROOM 2-LAUNDRY 3-LIBRARY	1-DOCTOR 2-PLAYGROUND 3-AIR CONDITIONER	1-MASSAGE 2-CAR RENTAL 3-LAUNDRY	1-IRONING 2-SNACK BAR 3-ROOM SERVICE	1-24-H. RECEPTION 2-MEETING ROOM 3-LAUNDRY
				
1-GYM AND SPA 2-TRAVEL DESK 3-MEETING ROOM	1-BEACH TOWELS 2-SWIMMING POOL FOR KIDS	1-LAUNDRY 2-SHUTTLE BUS 3-BIKE RENTAL	1-BABY CHAIRS 2-SWIMMING POOL 3-BEACH TOWELS	1-FAX PHOTOCOPY 2-TRAVEL DESK 3-MEETING ROOM
				
1-SHUTTLE BUS 2-ROOM SERVICE 3-WI-FI ACCESS	1-BABY CHAIRS 2-LIBRARY 3-SNACK BAR	1-CAR RENTAL 2-BIKE RENTAL 3-GYM AND SPA	1-PARKING AREA 2-SHUTTLE BUS 3-CAR RENTAL	WELL DONE!!! SLCollective.com

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